

Obstacles to the Implementation of Quality Assurance Standards Related to Teaching Competencies among Vocational Training Teachers: A Field Study in Some Vocational Training Institutions in Guelma Province

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Abstract:

This study aimed to identify the extent to which certain obstacles (personal and professional, organizational and institutional, pedagogical, material, and technical) contribute to achieving quality assurance standards in vocational training institutions.

The study was conducted in vocational training institutions in Guelma Province during the 2025/2026 academic year, on a random sample of 133 teachers.

A questionnaire consisting of 30 items distributed across four dimensions was used for data collection.

The data were analyzed using the arithmetic mean, t-test, and one-way ANOVA.

The results indicated that these obstacles contribute at a moderate level to the implementation of quality assurance standards related to teaching competencies. The study also revealed statistically significant differences in these obstacles attributable to academic qualification, experience, and type of institution.

Keywords: Quality Assurance, Vocational Training, Teaching Competencies, Obstacles, Institutional Environment, Algeria

Jel Classification Codes: XN1, XN2.

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1.Introduction / Problem Statement

The vocational training sector is considered a strategic sector that can strongly contribute to advancing social and economic development by providing training opportunities for all segments of society in accordance with modern labor market requirements, in line with quality standards and requirements.

Today, training quality is no longer a luxury or an option; rather, it has become a fundamental requirement imposed by scientific and technological developments. Therefore, vocational training institutions are required to work towards applying quality assurance standards in their training processes and in all their components, especially those related to the trainer (teacher), their competencies, and their teaching skills, and the extent to which they meet quality assurance requirements.

There is no doubt that the teacher plays a fundamental and essential role in improving the quality of training and in preparing a competent workforce. For this reason, it is necessary to work on training and developing their competencies in a way that aligns with quality standards and labor market requirements.

However, field observations and some previous studies such as the study of (Rahmani, 2018) and (Hami, 2022) indicate that there are many obstacles (personal, professional, organizational, pedagogical, and material) that hinder achieving this goal. Through this study, we sought to identify the degree of impact of these obstacles on the implementation of quality assurance standards related to teaching competencies among vocational training teachers by raising the following questions:

- What is the degree of impact of obstacles (personal and professional, related to the organizational and institutional environment, pedagogical, material, and technical) on the implementation of quality assurance standards related to teaching competencies among vocational training teachers?

- Are there statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the academic qualification variable?
- Are there statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the experience variable?
- Are there statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the institution variable?

2. Study Hypotheses

- Obstacles (personal and professional, related to the organizational and institutional environment, pedagogical, material, and technical) affect, to a moderate degree, the implementation of quality assurance standards related to teaching competencies among vocational training teachers.
- There are statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the academic qualification variable.
- There are statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the experience variable.
- There are statistically significant differences in the obstacles to implementing quality assurance standards related to teaching competencies according to the institution variable.

3. Objectives of the Study

The current study aims to:

- Identify the degree of impact of obstacles (personal and professional, related to the organizational and institutional environment, pedagogical, material, and technical) on the implementation of quality assurance standards related to teaching competencies among vocational training teachers.
- Identify the existence of differences in the obstacles to implementing quality assurance standards related to teaching

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competencies according to the variables (academic qualification, experience, and type of institution).

4. Significance of the Study

The importance of the current study stems from the importance of the vocational training sector itself, as it is considered an important sector alongside other sectors in preparing and training human resources.

The importance of the study becomes more evident through its focus on the application of quality assurance standards in vocational training institutions in accordance with modern labor market requirements. Today, training quality is an inevitable requirement, not an option. We are all aware of the importance of achieving quality in vocational training due to its significant contribution to driving economic and social development

5. Previous Studies

Rahmani Leila (2018), entitled: “*Obstacles to the Implementation of Quality Assurance in the Vocational Training Sector.*”

This study aimed to identify the obstacles that hinder the implementation of quality assurance in vocational training from the perspective of both trainers and trainees, and to examine the effect of gender, age, professional qualification, educational level, semester, and economic level on these obstacles. The study sample consisted of (760) male and female trainees and (100) trainers. To verify the study hypotheses, two questionnaires were constructed: one directed to trainees and the other to trainers. Content analysis was also used to determine the average and attendance rate of trainees, in addition to statistics related to dropout and failure rates.

The study reached the following results:

- There are obstacles that hinder the implementation of quality assurance in vocational training from the perspectives of both trainers and trainees in light of failure and dropout indicators.
- There are no statistically significant differences in the obstacles attributed to gender.

- There are statistically significant differences attributed to specialization, professional qualification, educational level, semester, and economic level.

Hami Nabila (2022), entitled: *“Obstacles to the Implementation of Total Quality Management Standards in Vocational Training from the Perspective of Teaching Staff.”*

This study aimed to reveal the obstacles to implementing Total Quality Management in vocational training from the perspective of teaching staff through a field study in the municipality of Biskra. The study population consisted of all teaching staff in vocational training institutions in Biskra, totaling 188 trainers (male and female) during the year 2020. A questionnaire was used as the data collection tool and was fully retrieved (100%). The study adopted the descriptive method.

The results showed:

- The existence of obstacles related to training programs at a high level.
- The existence of obstacles related to teaching methods at a high level.
- The existence of obstacles related to financial resources at varying levels.

Hami Nabila & Gharbi Sabah (2022), entitled: *"Obstacles to the Implementation of Total Quality Management in Vocational Training from the Trainee's Perspective – A Field Study in Biskra."*

This study aimed to identify the obstacles that hinder the implementation of Total Quality Management in vocational training. It relied on the descriptive method and used a questionnaire consisting of (26) items applied to a sample of (66) trainees at a vocational training and apprenticeship center in Biskra. Statistical analysis revealed that vocational training centers lack Total Quality Management due to:

- Insufficient material equipment compatible with scientific and technological development.
- Lack of coordination between economic institutions and the private sector for practical training.

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- Weakness in curricula quality and teaching methods due to lack of teacher experience.

Asgedom (2024) & Kebede, entitled: "*Perspectives of Teacher Educators on the Challenges of Training Technical and Vocational Education Teachers in Ethiopia.*"

This study aimed to explore the obstacles facing teacher preparation and competency development programs in vocational training in Ethiopia in light of quality assurance requirements. The study adopted a qualitative approach through a case study design. The sample included (20) teacher educators selected purposively due to their direct experience in teacher training. Interviews were used as the data collection tool.

The results showed:

- Absence of clear standards for vocational teacher competencies.
- Weak quality assurance systems within training programs.
- Focus on theoretical aspects rather than practical training.
- Lack of resources and training equipment.
- Weak pedagogical and professional skills among some trainers.
- Weak educational leadership and low motivation and industrial experience among teachers.

The study recommended developing clear competency standards, strengthening quality assurance systems, and improving continuous training programs in line with labor market requirements.

6.Theoretical Framework of the Study

6-1 Quality Assurance

Quality: It has been defined by quality pioneers and contributors as follows:

- **Joseph Juran** defines it as: "*fitness for use*", meaning the degree to which a product meets customer requirements, considering design accuracy, usability, and availability of necessary resources to ensure safety and efficiency in performance (Joel, 1995, p. 5).

- **Philip Crosby** defines quality based on three conditions:

- ✓ Conformance to requirements
- ✓ Zero defects

- ✓ Doing the job right the first time and every time (Kordi, 2011, p.9)

- The **American Standards Institute** defines it as: "*The totality of features and characteristics of a product or service that enable it to satisfy specific needs*" (Al-Bilawi, 2006, p. 21).

- **Ishikawa** defines quality as: "*The ability to satisfy the customer,*" indicating that quality reflects the extent to which a product meets customer needs (Ragad, 2014, p. 12).

- **Edward Deming** defines quality as: "*Meeting the needs and expectations of beneficiaries in the present and future*" (Kurdi, 2011, p. 10).

Quality Assurance

There are several definitions of quality assurance, including:

- According to the **International Organization for Standardization (ISO 9000:2000)**, quality assurance is: "*Part of quality management focused on providing confidence that quality requirements will be fulfilled*" (Ragad, 2014, p. 66).

- **Rajavaara** classified quality assurance into four categories:

- **Political-administrative:** includes legislation, service standards, and quality indicators.
- **Citizen-based:** includes quality workgroups and alternative social models.
- **Business-oriented:** relies on Total Quality Management, ISO 9000, quality awards, and benchmarking.
- **Professional:** based on vocational training, professional ethics, audits, peer evaluation, and self-assessment (Harman & Meek , 2000, p. 12).

- The **Quality Affairs Office** defines it as: "*Part of quality management focused on instilling confidence that quality requirements will be achieved*" (Quality Affairs Office, 2012, p. 7).

Quality Assurance in Vocational Training

Recent research highlights key characteristics of quality assurance in technical and vocational education and training (TVET), including:

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• Treating qualifications as part of formal quality assurance mechanisms

- Providing clear benchmarks for assessment
- Supplying information to stakeholders
- Establishing requirements for selecting and training evaluators
- Defining the quality of assessment methods and procedures
- Ensuring verification and classification quality
- Implementing appeal procedures
- Conducting documentation, evaluation, and monitoring processes

(Bateman, Borhene , Coles, & Oates, 2015, p. 36).

Teaching Competencies

Educational researchers have provided multiple definitions of teaching competencies. They are generally understood as the skills and abilities that teachers possess in designing, implementing, and evaluating instruction to achieve effective learning (Bouab, 2013, p. 3).

The concept is based on the assumption that teaching can be analyzed into observable behaviors and performances (Abdul-Momani, 2019, p. 124).

Al-Laqani and Al-Jamal (1999) define them as a set of knowledge, skills, and attitudes that guide behavior in various situations and can be measured according to agreed standards (Al-Hussaini, 2020, p. 324).

Characteristics of Teaching Competencies:

- Abstract and cannot be observed directly except through outcomes
- Regulate current activity and anticipate performance
- Procedural, acquired, and learned
- Organized and context-dependent
- Comprehensive and integrative
- Goal-oriented
- Include both personal and experiential knowledge
- Transferable across similar situations
- Broader than performance or ability
- Manifested only through action
- Context-dependent (Al-Jama'i, 2010, pp. 162-163).

Jacques Loba identifies three characteristics:

- Goal-oriented
- Acquired through learning
- **Competencies as an abstract–theoretical construct:** Competencies

are internal and cannot be directly observed except through their outcomes, manifestations, and the indicators that demonstrate their acquisition—that is, through what the individual who possesses them actually accomplishes. (Samai, 2014, pp. 106-107).

2. Vocational Training:

Many scholars and researchers in the fields of training, education, and instruction have attempted to provide a comprehensive definition of this term. However, these definitions vary according to the meaning attributed to it. Some of these definitions are presented as follows:

• **Boufelja Ghiath** considers it synonymous with “training” (formation/training) (Boufalja, 1984, p. 5).

• **Jean-Pierre Citeau** defines it as: *"A set of processes that enable workers to adapt to organizational, technological, and economic changes, leading to professional development"* (Citeau, 2002, p. 101).

• **Kadhim Mahmoud & Yassin Al-Kharsha** define it as: *"A continuous process through which individuals acquire knowledge, skills, abilities, and ideas required to perform a specific task or achieve a defined goal"* (Saadoun, 2023, p. 6).

7. Methodological Procedures of the Study

7-1 Research Method

The descriptive method was used, as it is the most appropriate approach for the current study.

7-2 Study Boundaries

• **Spatial Boundaries:** The study was conducted in some vocational training institutions in Guelma Province.

• **Temporal Boundaries:** The study was carried out during the first semester of the training year 2025/2026.

• **Human Boundaries:** The study targeted vocational training teachers of various ranks working in training institutions during the year 2025/2026.

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7-3 Population and Sample of the Study

The study population consisted of (341) vocational training teachers distributed across the following ranks:

- Vocational training teacher
- Specialized teacher in vocational training and education (first and second grade)
- Specialized teacher in pedagogical engineering

They are distributed across national institutes specialized in vocational training and vocational training and apprenticeship centers in Guelma Province during the training year 2025/2026.

The study sample consisted of (133) teachers of various ranks selected randomly from training institutions in Guelma Province.

7-4 Study Instrument

To examine the extent to which constraints affect the application of quality assurance standards related to teaching competencies among vocational training instructors, and to investigate the differences, a questionnaire was used as a data collection tool. The initial items were formulated through a review of the relevant literature addressing this topic, as well as an examination of previous studies. Based on this step, a total of (30) questionnaire items were developed, distributed across four main dimensions: personal and professional constraints, constraints related to the organizational and institutional environment, pedagogical constraints, and finally material and technical constraints. The following table illustrates this.

Table No. (01): Distribution of Questionnaire Items Across the Four Dimensions

Dimensions	Number of Items
Personal and professional obstacles	1,2,3,4,5,6,7
Organizational and institutional obstacles	8,9,10,11,12,13,14,15
Pedagogical obstacles	16,17,18,19,20,21,22,23
Material and technical obstacles	24,25,26,27,28,29,30

Source: Prepared by the researchers

Psychometric Properties of the Study Instrument

The questionnaire was administered to a pilot sample of (40) vocational training teachers to verify its psychometric properties.

Validity

Content Validity (Expert Judgment)

To ensure validity, the questionnaire was presented to a group of experts in psychology who evaluated the items based on:

- Clarity of wording (clear / unclear)
- Relevance to the dimension (relevant / not relevant)

Based on expert feedback, items that achieved consensus were retained, and some were modified. The final version consisted of (30) items.

• Extreme Groups Validity (Discriminant Validity):

This was assessed by calculating the differences between mean scores and their statistical significance using the t-test between the upper group (upper quartile) and the lower group (lower quartile). The researcher ranked the respondents' answers in descending order based on their total scores and selected the scores of eleven (11) instructors to represent the high-level group of responses to the questionnaire, and eleven (11) instructors to represent the low-level group. This procedure was conducted using the Statistical Package for the Social Sciences (SPSS, v.27). The calculated t-values and their statistical significance are presented in the following table:

Table No. (02): T-test Results Between High and Low Groups

Group	N	Mean	Std. Deviation	T-value	df	Sig
Upper group	11	84.5455	5.68091	9.483	20	0.000
Lower group	11	53.3636	9.30884			

Source: Prepared by the researchers based on SPSS outputs

The results indicate that the calculated t-value (9.483) is statistically significant at (0.05), with Sig = 0.000 < 0.05, confirming high discriminant validity.

Construct Validity

This was assessed by calculating Pearson correlation coefficients between each dimension score and the total questionnaire score.

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**Table No. (03): Correlation Between Dimensions and Total Score
(N=40)**

Dimension	Number of Items	Pearson Correlation
Personal and professional obstacles	07	**0.838
Organizational and institutional obstacles	08	**0.859
Pedagogical obstacles	08	**0.894
Material and technical obstacles	07	**0.832

****Significant at 0.01**

Source: Prepared by the researchers based on SPSS outputs

These results indicate high construct validity, with correlations ranging between (0.832 – 0.894).

Self-Validity

It was calculated using the square root of reliability, yielding a value of (0.94), indicating high validity.

• Calculation of the Questionnaire Score Variance:

This was carried out by computing Cronbach's Alpha coefficient, which is considered the most appropriate formula in this case, as illustrated below:

Table No. (04): Reliability Coefficient (Cronbach's Alpha)

Number of Items	Sample Size	Cronbach's Alpha
30	40	0.900

Source: Prepared by the researchers based on SPSS outputs

This value indicates a high level of reliability.

7-5 Statistical Methods Used

To analyze the data, the researchers used the Statistical Package for Social Sciences (SPSS) with the following methods:

- Arithmetic means and standard deviations
- T-test (for differences by institution type)
- One-way ANOVA (for differences by experience and academic qualification)
- Pearson correlation coefficient (for validity)
- Cronbach's Alpha (for reliability)

7-6 Presentation, Discussion, and Interpretation of Results

7-6-1-Presentation and Discussion of the First Hypothesis

The first hypothesis states that: "*Obstacles (personal and professional, organizational and institutional environment-related, pedagogical, material, and technical) affect, to a moderate degree, the implementation of quality assurance standards related to teaching competencies among vocational training teachers.*"

To verify this hypothesis, arithmetic means and standard deviations were calculated for the responses of the sample members on the total questionnaire score and on the sub-dimensions, as shown in the following table:

**Table No. (05): Means and Standard Deviations of Sample Responses
(N=133)**

Dimension	Mean	Std. Deviation	Rank	Evaluation
Personal and professional obstacles	2.0086	0.530680	4	Moderate
Organizational and institutional obstacles	2.2970	0.572740	2	Moderate
Pedagogical obstacles	2.1917	0.476870	3	Moderate
Material and technical obstacles	2.4436	0.405310	1	High
Total score	2.2352	0.395100	/	Moderate

Source: Prepared by the researchers based on SPSS outputs

From the above table, it is evident that the arithmetic mean of the respondents' answers on the overall score of the questionnaire was at a moderate level, estimated at (2.2352) with a standard deviation of (2.2352). The dimension of material and technical constraints ranked first with a high degree, with a mean score of (2.4436) and a standard deviation of (0.395100). It was followed by constraints related to the organizational and institutional environment, which ranked second with a moderate level, with a mean of (2.2970) and a standard deviation of (0.572740). In third place, also at a moderate level, came the pedagogical constraints, with a mean of (2.1917) and a standard deviation of (.476870). In fourth and last place came the personal and professional constraints, with a mean of (2.0086) and a standard deviation of (0.530680). Accordingly, the first hypothesis was confirmed.

This result indicates that constraints have a moderate impact on the application of quality assurance related to teaching competencies among

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vocational training instructors, as they limit the effectiveness of implementation without completely preventing such practices within institutions. This reflects a professional reality in which certain quality conditions are present. With regard to personal and professional constraints, it is clear that some instructors suffer from a lack of awareness of the culture of quality, limited skills related to self-evaluation and professional development, in addition to resistance to change in certain teaching practices. This is further compounded by a lack of material and moral motivation for instructors, which hinders the implementation of quality assurance standards. These indicators show that these constraints are not limited to individual shortcomings alone but also point to deficiencies in training and continuous supervision programs. The study of (Hami & Gharbi, 2022) indicates weaknesses in the adequacy of incentive and encouragement policies in scientific research, insufficient allocated budgets, weak funding policies, and the inability to meet research needs in terms of references, equipment, and other resources. It also highlights the weakness of internships, particularly practical ones, for senior instructors, which has affected their ability to use various scientific equipment. This reinforces the existence of resistance to changing teaching methods from traditional to modern ones. The result is also consistent with the study of (Kebede & Asgedom, 2024), which highlights the absence of clear and defined standards for the required teaching and professional competencies, negatively affecting instructors' level of preparation and their ability to perform their duties efficiently.

As for the constraints related to the organizational and institutional environment, they can be attributed to difficulties associated with administrative support, such as the absence of a culture that supports change and development toward quality within the training system. In addition, there is a lack of clear mechanisms for monitoring the implementation of quality assurance standards, and weak use of evaluation criteria derived from quality frameworks in vocational training and education. This indicates an organizational environment that does not

always provide the supportive climate necessary for the application of quality and continuous improvement.

Pedagogical constraints revealed issues related to the lack of sufficient specialized training programs, limited pedagogical guidance, and the absence of clear and precise tools for measuring the extent to which teaching competencies are achieved. This explains that professional development is irregular or insufficient, which affects the instructor's ability to effectively apply quality assurance standards. This was also revealed in the findings of (Kebede & Asgedom, 2024), which highlighted weaknesses in quality assurance systems within pedagogical training programs, with a predominance of theoretical aspects over practical training. The study also pointed to deficiencies in the pedagogical skills of trainers, as well as a low level of motivation and field experience among instructors, which affects their ability to transfer practical experience to trainees.

In contrast, material and technical constraints came at a higher level compared to the other dimensions, indicating weak infrastructure in training institutions, particularly the scarcity—or even absence—of equipment, tools, and pedagogical and technical resources. This represents the main obstacle to providing suitable conditions for teaching. Since this type of training is primarily practice-oriented, technical means, training workshops, and equipment are essential components in applying quality assurance standards related to competencies. Any deficiency in these directly affects the instructor's performance. This result is consistent with the study of (Samai , 2011), which emphasized the lack of attention from officials to updating and providing equipment. It also aligns with the study of (Rahmani, 2013), which found deficiencies and disparities in the equipment available in vocational training institutions in terms of adequacy, readiness, and keeping pace with modern technologies.

7-6-2- Presentation, Discussion, and Interpretation of the Results of the Second Hypothesis:

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which states that: "There are statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the variable of academic qualification."

To verify the validity or rejection of the hypothesis, a one-way analysis of variance (ANOVA) was calculated to examine the differences between the mean scores of the sample members, as shown in the table below.

Table No. (06): One-Way ANOVA Results by Academic Qualification

Source of Variance	Sum of Squares	df	Mean Square	F	Sig
Between groups	952.470	4	238.117	1.693	0.1560
Within groups	18000.778	128	140.631		
Total	18953.248	132			

Source: Prepared by the two researchers based on SPSS outputs.

From the above table, it is clear that there are no statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the variable of academic qualification among the means of the five groups, as the significance level value reached (Sig = 0.1560), which is greater than the significance level (0.05). This indicates that there are no statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the academic qualification variable. Accordingly, the second hypothesis is rejected.

This result can be interpreted by the fact that these constraints are not related to the level of academic qualification, but rather to shared organizational and institutional factors. All instructors, despite differences in their academic qualifications, work within the same training and professional environment, are subject to the same rules and procedures, and deal with the same resources and equipment. This leads them to face similar constraints; therefore, the source of these constraints is mostly institutional rather than individual.

7-6-3-- Presentation, Discussion, and Interpretation of the Results of the Third Hypothesis:

which states that: "There are statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the experience variable."

To verify the validity or rejection of the hypothesis, a one-way analysis of variance (ANOVA) was calculated to examine the differences between the mean scores of the sample members, as shown in the table below.

Table No. (07): Results of the one-way ANOVA for the differences between the mean scores of the sample members in the constraints of applying quality assurance standards related to teaching competencies according to the experience variable.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig
Between groups	408.785	2	204.392	1.433	0.2420
Within groups	18544.463	130	142.650		
Total	18953.248	132			

Source: Prepared by the two researchers based on SPSS outputs.

From the above table, it is evident that there are no statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the experience variable among vocational training instructors within the framework of quality assurance standards. The significance value reached (Sig = 0.2420), which is greater than the significance level (0.05), indicating that there are no differences between the groups. Accordingly, the third hypothesis is rejected.

This can be interpreted by the fact that these constraints are shared by all instructors, whether they are newly recruited or have long experience in the profession. Weak material resources, limited pedagogical equipment, lack of continuous training, and the heavy workload of training programs represent general challenges that are not influenced by the length of teaching experience. On the other hand, the absence of statistically significant differences may also be explained by the fact that instructors,

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regardless of their years of experience, are subject to the same training and pedagogical supervision patterns and operate within a unified organizational environment. This leads them to experience the same professional conditions related to the constraints of applying quality assurance standards linked to teaching competencies.

This result is consistent with...

7-6-4- Presentation, Discussion, and Interpretation of the Results of the Fourth Hypothesis:

which states that: "There are statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies according to the institution variable."

To verify the validity or rejection of the hypothesis, a t-test for the significance of differences between the two groups was calculated, as shown in the table below:

Table No. (08): t-test for the significance of differences according to the institution variable among the members of the study sample.

Here is the English translation of the table:

Institution	Arithmetic Mean	Standard Deviation	t-value	df	Significance Level (Sig)
National Institute (n = 47)	70.8298	12.75406	2.736	131	0.007
Vocational Training and Apprenticeship Center (n = 86)	65.0233	11.08574	—	—	—

Source: Prepared by the two researchers based on SPSS outputs.

From Table No. (08), it is evident that there are statistically significant differences in the constraints of applying quality assurance standards related to teaching competencies among vocational training instructors according to the institution variable. The significance level value (Sig = 0.007) is lower than the significance level (0.05) adopted in the current study. Accordingly, the alternative hypothesis is accepted and the null hypothesis is rejected. This means that there are statistically significant differences in the constraints of applying quality assurance standards related to teaching

competencies according to the institution variable (National Institute / Vocational Training and Apprenticeship Center), in favor of national institutes, as the arithmetic mean of national institutes (70.8298) is higher than that of vocational training and apprenticeship centers (65.0233). Therefore, the fourth hypothesis is accepted.

This result can be attributed to differences in the institutional and infrastructural structure between specialized national institutes and vocational training and apprenticeship centers. Institutes are often characterized by a more complex pedagogical framework due to the diversity of specializations and training levels, in addition to the supervision and training of a large number of trainees. This may increase the professional and pedagogical workload placed on instructors, thereby increasing the constraints that affect the application of quality assurance standards related to teaching competencies. In contrast, training centers enjoy greater organizational flexibility due to the proximity of administration to pedagogical actors, whether administrators or instructors. This allows for sound decision-making and faster problem-solving, thereby improving monitoring and evaluation mechanisms as well as continuous development processes, which facilitates the application of certain quality assurance standards related to teaching competencies. Furthermore, the smaller number of trainees and the standardized nature of training programs in some centers may contribute to reducing the severity of these constraints. The existence of these differences may also be attributed to disparities in material resources and pedagogical equipment, as institutes often benefit from advanced technical equipment, which is not always accompanied by effective pedagogical supervision or sufficient specialized continuous training for instructors. In contrast, some centers rely on less developed equipment, if not its complete absence.

8. Conclusion

The study concluded that there are constraints affecting the application of quality assurance standards related to teaching competencies among vocational training instructors, which were found to be at a moderate level. This reflects real difficulties and challenges that affect the

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quality of teaching performance. The results also showed no statistically significant differences in identifying these constraints according to the variables of academic qualification and professional experience, indicating that instructors face similar conditions regardless of their academic levels or years of experience. However, the results revealed significant differences attributed to the type of training institution, confirming that the organizational environment, institutional resources, and prevailing work culture play a decisive role in influencing the constraints on the application of quality assurance standards.

9. Recommendations and Suggestions

The researchers recommend:

- Promoting a culture of quality within vocational training institutions
- Developing clear standards for teaching competencies
- Providing material and moral incentives for teachers
- Ensuring availability of modern equipment and resources
- Strengthening continuous professional training
- Encouraging research in vocational training quality

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